## **Abstinence**

Grades 9-12, Lesson 9

#### **Student Learning Objectives**

The student will be able to ...

- 1. list behaviors that help a person succeed at abstaining from all forms of sex.
- 2. articulate to a partner the decision to not have sex.
- 3. practice using assertive decision-making techniques with a partner.

#### Agenda

- 1. Explain the focus of today's lesson.
- 2. Define terms abstinence, sex, celibacy, and virginity.
- 3. Use the Expressing Limits Activity Cards to conduct a large group activity.
- 4. Use *Abstinence Worksheet and Visual 2* to brainstorm, in pairs, challenges that keep people from abstaining.
- 5. Discuss assertiveness skills.
- 6. Direct students to work in pairs on "Real People" YouTube Video Worksheets.
- 7. Debrief and summarize the learning activities.
- 8. Assign homework.

This lesson was most recently edited on February 2, 2011.

#### **Materials Needed**

#### **Student Materials:**

- **Abstinence Worksheet** (1 copy per student)
- Assertiveness Handout (1 copy per student)
- Family Homework: Talking about Abstinence (1 copy per student)
- Individual Homework: Talking about Abstinence (1 copy per student)
  Reminder: The English version is on the last page of this lesson plan. You will find the Family Homework in English, Spanish, Russian, Chinese, Vietnamese and Arabic at www.kingcounty.gov/health/flash click on "Parents & Guardians".

#### Classroom Materials:

- Scrap or notebook paper, cut into fourths
- **Abstinence Visual** (contained in this lesson & also available online as a PowerPoint slide: www.kingcounty.gov/health/flash)
- Answer Guide: Abstinence Worksheet (1 copy for the teacher only)
- Expressing Limits Activity Cards (1 set per class)
- **3x5 cards** (40 or as many students you have in your biggest class)
- Glue
- Assertiveness Visual (contained in this lesson & also available online as a PowerPoint slide: www.kingcounty.gov/health/flash)

#### **Teacher Preparation**

#### Well in advance ...

• Cut out the Expressing Limits cards. Then, glue the cut paper onto the 3x5 cards. You can laminate them if you wish to use them over and over.

#### The day before the lesson ...

- Prepare the visuals.
- Make copies of Materials Needed (see above).
- Cut the scrap or notebook paper into fourths.

#### **Standards**

#### **National Health Education Standard**

• **Standard 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Performance Indicator 4.12.1:** Use skills for communicating effectively with family, peers, and others to enhance health.

**Performance Indicator 4.12.2:** Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

 Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

**Performance Indicator 5.12.1:** Examine barriers that can hinder healthy decision making.

**Performance Indicator 5.12.2:** Determine the value of applying a thoughtful decision-making process in health-related situations.

**Performance Indicator 5.12.6:** Defend the healthy choice when making decisions.

#### **Washington State Health Education Standard**

• Essential Academic Learning Requirement (EALR) 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.2: Understands stages of growth and development.

Grade Level Expectation (GLE) 2.2.2: Understands how to maintain sexual health throughout life.

#### Rationale

NOTE TO TEACHERS: *This lesson asks the question why people have sex and why people choose to abstain; not teens specifically, but people in general.* Why expand students' thinking beyond *teens*? If sexual abstinence is cast as a behavior for young people, then by extension, sex must be the behavior for adults. That makes it developmentally essential for teens to have sex, in order to prove their adulthood. If, in contrast, abstinence is cast as a legitimate choice to make at any age, it becomes less an onerous vestige of childhood and more a personal, empowering choice ... and hence more doable for teens.

In addition, this lesson defines the word "sex". That's important because, in a study of high school students who considered themselves virgins, 30% had engaged in heterosexual masturbation of or by a partner, and about 10% had engaged in oral sex with a partner. A recent survey of 500 men and women by the Kinsey Institute showed that Americans do not have a universally shared definition of sex.

- 95% of respondents consider penis-vagina contact as sex, but this rate dropped to 89% if there was no ejaculation.
- 81% considered penis-anus contact to be sex, with the rate dropping to 77% for men in the youngest age group (18-29), 50% for men in the oldest age group (65 and up) and 67% for women in the oldest age group.
- 73% counted receiving oral sex as sex, but only 71% counted giving oral sex as sex.<sup>2</sup>

This study revealed very similar beliefs among men and women. It also pointed out great intergenerational difference in definitions of sex whereby adults and youth may be using the same words but thinking different things. That is why so much time is given to defining abstinence and sex at the beginning of the lesson.

The CDC – unlike many folks – defines abstinence as "refraining from sexual activities that involve vaginal, anal, and oral intercourse."

#### **Activities**

**Note:** Instructions to you are in regular font. A suggested script is in *italics*. Feel free to modify the script to your style and your students' needs.

#### 1. Explain the focus of today's lesson.

Start the lesson by asking: What percent of high school students do you think have had sex in the U.S.? Accept several replies.

In the 2009 Youth Behavior Risk Surveillance (YRBS) by the CDC, 46% of high school students, meaning 9<sup>th</sup> through 12<sup>th</sup> graders, reported they have had sex.<sup>4</sup> For 9<sup>th</sup> graders, the percent was even lower. For 12<sup>th</sup> graders, the percent was a little higher, but 46% was the average.

So what percent of students are being abstinent?

That's right. About 54% of high school students, more than half, are choosing not to have sex.

Why do people choose to have sex?

After several replies, be sure to discuss some of the following ...

#### Reasons people might have sex:

- procreation
- to show love
- consummate marriage or long-term partnership
- attempt to prove that they are not gay, lesbian, or bisexual
- to help figure out if they might be gay, lesbian, or bisexual
- pleasure
- curiosity
- attempt to prove adulthood
- a way to relieve stress

If someone brings up rape or sexual assault or "because they are drunk", explain that the victim is not choosing to have sex.

Why do people choose to abstain from sex? Ask students for several replies.

You can add some from the list below if students do not mention them.

#### Reasons people might choose abstinence:

- personal beliefs and values
- religious beliefs and values
- protect their health
- not interested
- haven't found the "right" partner
- not in love
- in recovery from addiction
- avoid pregnancy
- avoid STDs and HIV

- don't want to jeopardize future goals
- not ready
- focusing on something else right now: school, sports, friends
- under stress
- don't want to upset family
- encourages people to build relationships based on things other than sex

Like any choice in life, it is important to understand your values and beliefs as well as the consequences, both positive and negative, of choosing to do certain things. It is also helpful to learn skills to help you talk about the choices that you do make. We will focus on those skills today.

#### 2. Define terms abstinence, sex, celibacy, and virginity.

Pass out notebook or scrap paper cut into fourths. Ask students to number their sheet of paper 1 and 2 (see below). Tell them not to write their names. Write the word "abstinence" on the board. Ask students to define abstinence using their own words after number 1. Then write the word "sex" on the board. Ask students to write their definition on the paper after number 2. For example:

1. abstinence:	
2. sex:	

Tell students to fold their papers in half and trade papers with other students five times. After five trades, they should not know whose paper they have. Ask some volunteers to tell the definitions on the paper they have. Then discuss the following points.

Abstinence means choosing not to do something. For instance, you choose abstinence, or "choose to abstain" if you try not watching TV on school nights, to see if you study more. People decide to abstain from all sorts of things. People with diabetes may abstain from sugary foods. Recovering alcoholics abstain from alcohol. Vegetarians abstain from eating meat. And in this lesson, we will talk about people abstaining from sex.

When people decide to abstain from something, it may be a temporary or longer-term decision. Most people decide they will abstain from cigarettes forever. In some faiths, people temporarily abstain from eating such as Muslims during Ramadan or Jews on Yom Kippur or Catholics not eating meat on Fridays during Lent.

People can choose to abstain at any point in their lives, even if they haven't abstained in the past.

Different people have different definitions of abstinence. Some of you defined abstinence as not engaging in any sexual behavior, including masturbation. Some defined it as avoiding sexual behavior involving touching of the genitals or genital contact between two people. Others included oral sex (mouth and genital contact), anal sex (penis and anus contact) and vaginal sex (penis and vagina contact). For today's lesson and this entire unit, abstinence will mean choosing not to have oral, anal or vaginal sex.

#### Write on the board next to "1. abstinence":

choosing not to have oral, anal, or vaginal sex

**Sex is another word with many meanings.** It can mean the gender of a person, animal, or flower; sexual intercourse; the idea of sex ("Sex sells"); genital contact or penetration; or exchange of body fluids. For our purposes today, we'll define sex as "when a person's genitals touch another person's genitals, mouth or anus" even though there are lots of other ways people might be sexual (such as over the phone or with hands). Consensual sex means all people involved agree to the behavior.

Write on the board next to "2. sex": when a person's genitals touch another person's genitals, mouth, or anus.

Many people use the term **intercourse** or **sexual intercourse**. This typically only refers to vaginal sex or penis - vagina contact.

**Celibacy is a long-term or lifetime commitment** not to have sex, often for religious or moral reasons.

**Virginity is a concept, and cultures define it differently** and have a range of values about it. Each culture and generation has different beliefs about what it is and whether it is important.

Many religions teach that abstaining from all sex until marriage is good. Others don't. Beyond that, who counts as a virgin and how much it matters to people varies a lot. Because people have such different beliefs about it, I hope all of you will talk about it this week with a parent or guardian or another family member. If you belong to a church, synagogue, mosque or temple, find out what members believe. Talk with some adult you trust about your own beliefs, too.

When people talk about a "virgin," they're usually talking about someone who hasn't had penis-in-vagina intercourse. This leaves out people whose first sexual experience is with someone of the same gender. This also does not define anal and oral sex as sex. People who have been sexually assaulted are often thought to have "lost their virginity", but this ignores the fact they did not consent and were the victims of violence. What it means to be a virgin can only be defined by the person, not someone else.

## Is abstinence from sex the only certain way to avoid pregnancy and to reduce the risk of sexually transmitted diseases (STDs), including HIV? Yes!

However, it depends on how a person defines abstinence for this to be true. It is possible to spread sexually transmitted diseases (STD) and the human immunodeficiency virus (HIV) through oral and anal sex. Some STDs, like herpes and genital warts, can also be spread through genital contact or rubbing. Pregnancy can happen if a man's semen gets on a woman's genitals, even without penetration. Later, we will talk about birth control and STD prevention methods if people do have sex.

Explain that they are going to practice refusing sex when they do not want to do it.

#### 3. Use the Expressing Limits Activity Cards to do a large group activity.

It is often hard to refuse doing something because of peer pressure or pressure from a person who wants to have sex with you. In high-pressure situations, it can be hard to know what to say if you haven't practiced doing it before.

Explain that you will give each student a card with a concrete reason for refusing to have sex on it so students can practice refusal skills. They are examples of things people can say if they are asked to have sex but do not want to. **Stress that this is an activity to practice communicating a decision to be abstinent, and does not mean an actual request to have sex.** In some cases, they may be assuming the role of a person different than themselves. Remind them it is only an exercise and of the class ground rules. Explain that everyone must stand up, find a person in the room, and *imagine* their partner just asked, "Will you have sex with me?" Each person then refuses using the sentences on their cards. After each person has read their card, they trade cards and find a new partner. Practice with five partners, and five different refusals, then sit down to show you are finished.

**Alternative:** Some students may find the one-on-one nature of this activity intimidating. If you think your class will feel this way, you can ask students to stand in a big circle. Tell them you will give each student a card. Ask them to read their refusal aloud simultaneously. Then everyone passes the cards to the right. They read the second refusal aloud simultaneously. Repeat until each student has read five refusals. It will be loud, but it may reduce student anxiety.

After explaining what to do, distribute one Expressing Limits Activity Card to each person.

Afterwards, ask students, How did it feel to use the refusal you had? If it felt awkward or unrealistic, what would you say differently?

Now we are going to think about what makes abstinence hard to do, and what makes it easier for people.

#### 4. Brainstorm, in pairs, challenges that keep people from abstaining.

People have many reasons for not having sex, but sometimes they do it anyway. They want to abstain but a challenge or barrier gets in the way.

Ask students to pair up. Hand out and refer students to *Abstinence Worksheet* (see example below). Read the example. Then ask students to list as many barriers they can think of that prevent people from abstaining from sex. Barriers refer to things people say or a real situation that would make it hard for a teen to not have sex. Next, students will write a way to overcome that barrier – it could be something they do or say.

What makes it hard to abstain from sex?	What makes it easier to abstain from sex?
Ex. Your teammates pressure you to have sex with another student at a party.	Ex. Explain that you are up for a sports scholarship and you don't want to ruin it by getting someone pregnant or getting pregnant yourself.

Ask some students to share their barriers and how they would overcome those barriers. Mention some of the challenges using the *Answer Guide: Abstinence Worksheet* if they are not brought up. Ask students how they would overcome any of these barriers.

#### 5. Discuss assertiveness skills.\*

So far, we have defined abstinence and sex, so we all know we are talking about the same thing. You should make sure you do the same with any current or future partner, because as we listened to everyone's definitions, we can see they were very different! Then we practiced using refusals for when people ask us to have sex and we don't want to. We discussed why people abstain from sex and how they can overcome barriers to being abstinent. Now we are going to combine everything.

When people get into a relationship, they may discuss at some point the possibility of having sex. One person may be ready while another is not. We are going to practice being the person who does not want to have sex. Remember, even if you have already had sex, you may find a time in your life when you do not want to, so these skills are still important.

Give each student a copy of the Assertiveness Handout. Ask student volunteers to read off the four communication styles and their definitions: aggressive, passive, manipulative, and assertive. Pause after each one, and ask students to give you another example of each one, besides the comic, related to refusing sex.

Assertiveness skills involve speaking and acting with power while maintaining respect for others. Instead of passively giving up control or aggressively demanding it, assertiveness tells others what you want without lying, evading, or hurting. These skills are particularly helpful when you are faced with situations of potential conflict. It is important to note that individuals and cultures may express assertiveness in different ways – be aware of this when talking with you current or future partners.

Ask a student to read off the assertiveness skills on the back of the *Assertiveness Handout*. Answer any questions students may have about these skills.

\_

<sup>\*</sup> This activity and list of assertiveness skills is adapted, with permission, from Wesley, J. & Mattaini, M.A. (2008), Assertiveness Skills Education, in M. A. Mattaini, PEACE POWER: Evidence-Based Tools for Violence Prevention, available at <a href="http://www.PEACEPOWER.info">http://www.PEACEPOWER.info</a>.

#### 6. Direct students to work in pairs on "Real People" YouTube Video Worksheets.

Divide the students into pairs. Give each pair one of the seven scenes from "Real People" YouTube Video Worksheet 1 to 7. Explain to students that they are writers and producers for a YouTube video that is trying to reach audiences with positive messages about relationships, safe sex, and sexual choices. One of the characters in the dialogue has made the choice to be abstinent. Their job is to write the remaining part of the scene, making use of at least three concepts studied this period, including our definitions, refusal skills, and assertiveness skills. Ask them to be as creative as they can. Allow them five minutes to write.

When students have finished, ask for volunteers to "perform" or simply read their scene in front of the class. Try to get at least one pair to perform each of the seven scenes.

Give constructive criticism and positive feedback after students share their scripts and ask the rest of the class to critique the concepts used in the scripts and how effective or ineffective they were. Remind students to be thoughtful and constructive as they critique their classmates' scripts.

#### 7. Debrief and summarize the learning activities.

Ask students what was the most important thing they learned today.

Stress that abstinence from sexual activity is the only certain way to avoid pregnancy and to reduce the risk of STDs, including HIV. Remind students that abstinence can be a positive choice at any point in a person's life, both for young people and adults. And that choosing not to have sex by refusing can show maturity, self-confidence, and power over their lives.

Reinforce sexual decision-making as a matter of personal rights and power. Everyone can:

- Decide when and with whom they want to have sex, and when and with whom they want to refuse sex
- Choose abstinence until their bodies are mature
- Choose abstinence even if they've had sex before
- Choose abstinence on and off, throughout their lives, as circumstances change

#### 9. Assign homework.

- a. Individual Homework Exercise: Talking about Abstinence
- b. Family Homework Exercise: Talking about Abstinence
  Reminder: The English version is on the last page of this lesson plan. You will find the Family Homework in English, Spanish, Russian, Chinese, Vietnamese and Arabic at www.kingcounty.gov/health/flash click on "Parents & Guardians".

#### **Related Activities for Integrated Learning**

#### ART

Draw a comic strip and write conversation balloons for a couple where one person is telling another that she or he wants to be abstinent. Students can draw by hand or use a computer drawing program to make the comic strip.

#### **COMPUTERS / TECHNOLOGY**

Students can use video editing software to improve the YouTube video they may have made. They can be creative by adding music, overdubs, or special effects.

#### CIVICS

Abstinence education has been a very hotly debated topic in American culture and politics. Research the history of abstinence education funding. What federal bills have abstinence education funding been attached to? What were the initial federal requirements for funding abstinence education programs? Why is abstinence education controversial? What does the research say about abstinence education vs. comprehensive sexuality education? Are there any laws in your state that govern abstinence education? Students can write a short report or newspaper-style story explaining what they learned.

## **Abstinence Worksheet**

What makes it hard to abstain	
from sex?	abstain from sex?
Ex. Your teammates pressure you to have sex with another student at a party.	Ex. Explain that you are up for a sports scholarship and you don't want to ruin it by getting someone pregnant or getting pregnant yourself.
Other challenges:	Other suggestions:

## **Abstinence Visual**

What makes it hard to abstain from sex?	What makes it easier to abstain from sex?
Challenges:	Suggestions:

### Answer Guide: Abstinence Worksheet

THIS IS NOT A STUDENT HANDOUT; IT IS FOR TEACHER REFERENCE.

Ways to overcome challenges	
Ex. Explain that you are up for a sports	
scholarship and you don't want to ruin it by	
getting someone pregnant or getting pregnant yourself.	
yoursen.	
Other suggestions:	
Fact: 57.5% of high school students have	
never had sex <sup>6</sup>	
Call a sexual assault hotline	
Talk to a trusted adult about how to handle	
teasing	
<ul> <li>Talk to a friend, counselor, parents, guardians or other family member, if you</li> </ul>	
feel comfortable, if you think you might be	
gay, lesbian, bisexual, or transgender	
<ul> <li>Find an activity that makes you feel great,</li> </ul>	
like swimming, running, or playing	
basketball, and do it	
Find an activity that makes you both feel  great like hilling acting its arrange at a	
great, like hiking, eating ice cream, or a backrub	
Talk to your parents or guardians about	
what they think acting like a man or a	
woman means	
Help take care of a relative's baby or offer	
to babysit a neighbor's child	
<ul> <li>Find an activity that you really like and see if a group or team does that activity</li> </ul>	
regularly. Join them	
Write down reasons in a journal why you	
deserve to have your partner wait for you	
to be ready to have sex	
Talk to clergy or a trusted adult to clarify	
what your values and beliefs are. Practice	
saying them out loud. Or try writing them down	
Call up or text a close friend to hang out if	
you are feeling lonely	
Be ok with life having some mystery	

## **Expressing Limits Activity Cards**

	,
I need to stay clean and sober, and I just can't get involved with anyone right now.	My religion teaches that sex outside marriage is wrong. Period.
My mom would be really hurt if she found out. It's not worth the risk to me.	I'm really into this big project right now. I don't have the energy for a heavy relationship.
I was scared when we didn't use protection last time. I'm just not going to do that again. Sorry.	I don't need to prove anything to you; I just don't want to have sex, OK?
I never have sex if I've been drinking. Sorry.	I'm waiting until I am married. I'd rather wait.
I've had a really stressful day and I just don't want to have bad or disappointing sex with you.	I'm HIV positive, and I don't want to risk giving it to anyone.

Sorry. I'm lesbian, and you're a guy. Not interested.	I want the first time to be really special. Not hurried or in your car.
I'm not interested in that kind of relationship with you. I'm just not in love with you.	I'd rather give our relationship more time. Can we just go to a movie instead?
I'm not in the mood for it right now. I'd rather wait until I know it will be good sex.	I don't want to get emotionally involved with anyone right now.
I want to spend more time with you, just hanging out, getting to know you before we jump into sex.	Let's just hold each other, OK?
It doesn't make a difference if you call me names. It won't change the fact that I'm just not ready, and I'm telling you "no".	There are other things in my life that are more important right now. I am just not interested in sex.  Maybe later.

I think there are other ways we could have more fun at this point in our lives.	For now, I get more excited about hanging out with you. I'm not in the same place as you. I don't want to have sex yet.
I'm feeling a little down and lonely and if we had sex, it might be for the wrong reason. I want to think more about the decision.	I have a crush on someone else. I'm sorry, but I'd really like to be friends.
I don't have sex without condoms. Since we don't have one, I don't want to make love with you.	I had a bad experience in the past; I'm not ready to deal with this kind of thing again.
I'm not thinking very clearly at the moment, maybe another time, but not now.	We need to talk about this decision more, when we're both not so excited. We'll think better that way. Let's go get something to eat.
We haven't gotten our HIV test results back yet, so I'd like to wait.	I really don't want to risk getting pregnant; I am leaving for college in a few weeks.

I've been hurt before and my heart needs to heal from that first. In the meantime, I'd love to get to know you better.	I'm taking medicine for chlamydia right now. The doctor said we need to wait 'til I'm done with my treatment. And besides, you need to get tested, too.
You turn me on, too. But I need for you to slow down. Let's talk about it again in a few months.	I don't care that we are the only two out gay guys in school. That doesn't mean I want to have sex with you.
I like kissing and touching. I just don't want more than that.	I don't care if you're on the pill. I don't feel safe without condoms.
Maybe you didn't understand. I said I wasn't going to make love with you.	Please stop asking. I just don't know you that well yet.
I don't care if you've got condoms. I want to also use the pill or the patch or something.	You aren't listening to me. I said I want to stop now.

## **Assertiveness Handout**

## Four Types of Communication Styles

 Aggressive: taking what you want, threatening or forcing a person to give you something, or saying "no" in a way that puts the other person down or violates his or her rights





2. Passive: not speaking up when you'd like something or giving in and saying "yes" when you don't really want to, in order to be liked or not hurt the other person's feelings

3. Manipulative: getting what you want or turning someone down in a dishonest way, or doing something for somebody only so they will give you what you want





**4. Assertive:** asking for what you want or giving people an honest "no" to things you don't want; not using people and not letting yourself be used by others

#### Important assertive skills include

- Making "I" statements ("I think ...", "I want ...")
- Expressing opinions ("I believe ...")
- Saying "No" firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities ("I can ...")
- Making statements that express one's identity, culture, sexual orientation, etc. when one chooses to do so
- Pay attention to word choice, tone of voice, and body language

#### **Examples of some "I" statements**

- I don't like the way you are talking to me.
- I really appreciate that you care enough to stay with me even though I am not ready to have sex yet.





#### **Assertiveness Visual**

# Four Types of Communication Styles

**Aggressive** 



# YOU KNOW... I REALLY LIKE YOU... YOU WANNA HOOK UP? IT'S JUST... WELL, OK. DO THIS.

**Passive** 

#### **Manipulative**



#### Assertiveness Visual, continued ...



#### **Assertive**



"I" statements



I can make the appointment

## "Real People" YouTube Video (1)

NAMES PERIOD	<u> </u>
Imagine that you are writers for a YouTube video that tries to reach a young au with positive messages about relationships, safe sex, and sexual choices. This particular show is on abstinence; the reasons people choose it and what they consider the successfully make it work. Due to your expertise, the head writer has asked you the following dialogue in an important scene. Do your best to incorporate into the dialogue three ideas that you just learned about what makes abstinence work a makes it fail. Show these ideas through the words in your script. Use another spaper if you need to. <b>Be creative!</b>	s can do to ou to write he and what
Scene #1: The Park	
Keanu and Lani are a couple. Lani has made the decision not to have sex, at least she's older. She has a lot of different interests right now. She's on the basketbar and she's also been getting involved with the community theater club on the we she really likes Keanu, but feels that they should wait to have sex until she's rekeanu does want to have sex and feels that if Lani really loved him, she would have it, too. The scene opens up with the two of them walking through the park	all team eekends. eady. want to
<b>KEANU:</b> Lani, I'm just not understandingdo you love me? I mean, doesn't ha mean that we love and care about each other? It's not making a whole lot of se me right now. Can you explain?	
LANI: Keanu	
KEANU:	
LANI:	
KEANU:	
LANI:	
(and so on)	

## "Real People" YouTube Video (2)

NAMES PERIOD _	
Imagine that you are writers for a YouTube video that tries to reach a youn with positive messages about relationships, safe sex and sexual choices. It show is on abstinence; the reasons people choose it and what they can do successfully make it work. Due to your expertise, the head writer has asked the following dialogue in an important scene. Do your best to incorporate in dialogue three ideas that you just learned about what makes abstinence we makes it fail. Show these ideas through the words in your script. Use anoth paper if you need to. <b>Be creative!</b>	This particular to d you to write nto the ork and what
Scene #2: Hanging out after school	
Maylin and Debra are close friends. They just got out of school for the day talking to each other as they walk off to go hang out at Debra's house. Debe explaining to Maylin about why she has chosen to abstain from sex for the	ora is
<b>MAYLIN:</b> Wow, Debra, it's been a while since we last talked about thistel you've been thinking about lately	ll me what
DEBRA: Well, Maylin	
MAYLIN:	
DEBRA:	
MAYLIN:	
DEBRA:	
MAYLIN:	
(and so on)	

## "Real People" YouTube Video (3)

NAMES PERIOD
Imagine that you are writers for a YouTube video that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialogue in an important scene. Do your best to incorporate into the dialogue three ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. <b>Be creative!</b>
Scene #3: In the Car
Daniel and Sam are dating, and while Sam has chosen not to have sex for now in his life, Daniel does not choose abstinence for himself at this time and has had other partners in the past. Daniel would like Sam to have sex with him, but Sam just doesn't feel the same and is a little worried about sexually transmitted diseases (STDs). They have just gone out to a movie and are on their way home in the car, trying to talk about it.
<b>DANIEL:</b> Sam, I like you a lot, I would like to have sex with you, but I know you're worried about things like getting an STDand all that other stuff. I am pretty sure I don't have anything
SAM: Daniel
DANIEL:
SAM:
DANIEL:
SAM:
DANIEL:
(and so on)

(and so on...)

## "Real People" YouTube Video (4)

NAMEO
NAMES PERIOD
Imagine that you are writers for a YouTube video that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particula show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialogue in an important scene. Do your best to incorporate into the dialogue three ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. <b>Be creative!</b>
Scene #4: Shopping
While Tyrone and his older sister, Erykah, are shopping for a gift for their grandmother's birthday, Tyrone is talking to her about how he is dealing with his decision to not have sex with his girlfriend. He tells her about how it is sometimes hard because he wonders if his girlfriend might break up with him, if he doesn't choose to have sex with her. He is worried she won't think "he's a man" anymore. His girlfriend is on the pill, so she says they don't have to worry about her getting pregnant. There have been times when things have started to get pretty close to them having sex, but he has always stopped it at the last minute. Tyrone enjoys being affectionate with her, but just doesn't want to have sex. Erykah tries to give Tyrone some advice as they walk through the store.
<b>TYRONE:</b> I'm just not sure how to deal with this. She's so great, but she won't let up about this sex thing. Things just keep getting heavy.
ERYKAH: Tyrone
TYRONE:
ERYKAH:
TYRONE:
ERYKAH:

## "Real People" YouTube Video (5)

NAMES PERIOD
Imagine that you are writers for a YouTube video that tries to reach a young audience with positive messages about relationships, safe sex and sexual choices. This particular show is on abstinence; the reasons people choose it and what they can do to successfully make it work. Due to your expertise, the head writer has asked you to write the following dialogue in an important scene. Do your best to incorporate into the dialogue three ideas that you just learned about what makes abstinence work and what makes it fail. Show these ideas through the words in your script. Use another sheet of paper if you need to. <b>Be creative!</b>
Scene #5: At a Party
Yvonne and Tomas have been dating a while. Before she was dating Tomas, she had sex with a previous boyfriend. They always used condoms, but one time it broke Yvonne felt pretty worried that she would get pregnant. She wishes she would've known about emergency contraceptive pills at that point, but was relieved when she realized she wasn't pregnant. The experience made her consider the seriousness of sex. She decided that she would wait until she was in love and in a stable relationship to have sex. She likes Tomas and has a lot of fun with him, but isn't sure how long they'll be together. Tomas doesn't understand her decision. They are having a conversation about it at a friend's party.
<b>TOMAS:</b> Yvonne, you've had sex before. I know it was scary for you before, but it turned out fine. I do not understand why you are deciding to wait now.
YVONNE: Tomas
TOMAS:
YVONNE:
TOMAS:
YVONNE:
(and so on)

**MANUEL:** 

**MANUEL:** 

(and so on...)

**RAFI:** 

RAFI:

## "Real People" YouTube Video (6)

NAMES	PERIOD
with positive messages about relationships episode is on abstinence; the reasons peopsuccessfully make it work. Due to your exp the following dialogue in an important scendialogue three ideas that you just learned a	ertise, the head writer has asked you to write
Scene #6: Playing pool	
bars and clubs and meeting lots of different art classes. He enjoys going on a lot of date interesting woman in his art class. The won	nuel is a very active guy, he likes going out to t people, he is also taking some interesting es with people and has introduced Rafi to an man told Manuel that she really likes Rafi and nuel told Rafi about her feelings, but Rafi says
MANUEL: Rafi, she's really great and she the same about her, wouldn't sex maybe he	· · · · · · · · · · · · · · · · · · ·
RAFI: Manuel	

## "Real People" YouTube Video (7)

NAMES	PERIOD
Imagine that you are writers for a YouTube video that with positive messages about relationships, safe sex a show is on abstinence; the reasons people choose it a successfully make it work. Due to your expertise, the Ithe following dialogue in an important scene. Do your dialogue three ideas that you just learned about what makes it fail. Show these ideas through the words in y paper if you need to. <b>Be creative!</b>	and sexual choices. This particular and what they can do to head writer has asked you to write best to incorporate into the makes abstinence work and what
Scene #7: On the Porch	
Lourdes is eating lunch with her friend, Tamara. They talking about Tamara's recent decision not to have se that in the past few weeks, he is coming home from wacting in ways that irritate her. She just doesn't feel like he is like that.	x with her husband. Tamara says ork smelling like alcohol and
TAMARA: I am just so annoyed with him lately; it's hat that you feel this way about, even though he is my hus	
LOURDES: Tamara	
TAMARA:	
LOURDES:	
TAMARA:	
LOURDES:	
TAMARA:	
(and so on)	

# Individual Homework: Talking about Abstinence

NAME	PERIOD
Choose one of the following (using this page or a separ	ate sheet of paper):
<ol> <li>Write an email or text message to a younger person (a fri sister) giving them encouraging reasons not to have sex they are older.</li> </ol>	
<ol><li>Write a poem, song, or rap to a younger person (a friend, about some positive reasons not to have sex or to postp</li></ol>	
3. Film a YouTube video using the script you wrote in class extra credit! Write the URL in the space below.	today. Post it online for
<b>NOTE:</b> You will not be graded on your opinions you can othe exercise.	get credit simply for doing
FOR FULL CREDIT, THIS EXERCISE IS DUE:	

## Family Homework: Talking about Abstinence

All Family Homework is optional. You may complete an Individual Homework assignment instead.

**PURPOSE:** This is a chance to share with one another some of your own (and your family's, your religion's) beliefs about sexuality and relationships. It will also give you a chance to get to know one another a little better.

**DIRECTIONS:** Find a quiet place where the two of you – the student and the trusted adult (parent, guardian, stepparent, adult friend of the family, best friend's parent, etc.) – can talk privately. Set aside about 10 minutes. During this time, please give full attention to one another ... no texting, watching TV and so on.

Now ask one another the following questions, with the understanding that:

- You are each welcome to say, "That one is too private. Let's skip it."
- What you discuss will not be shared with anyone else, even within the family, unless you give one another permission to share it.
- It's OK to feel silly or awkward and it's important to try the homework anyway. We recommend that you take turns asking questions. When it is your turn to listen, really try to understand the other person's response.

ASK THE STUDENT: What do you think about teens "dating"...agreeing to be a couple? What are the advantages and disadvantages of it?

ASK THE ADULT: Have you ever fallen in love? When? What was it like? How did you know it was love?

ASK THE STUDENT: Do you think you'll ever be in a committed, life-long relationship? If so, what kind of person would you want it to be with? If not, why not?

ASK THE ADULT: When do you think a person is ready to have sex?

ASK THE STUDENT: When do you think a person is ready to have sex?

Family Homework: Abstinence – Confirmation Slip		
FOR FUL	L CREDIT, THIS HOMEWORK IS DUE:	
We have completed th	is Homework Exercise.	
Date:		
	student's signature	
	signature of family member or trusted adult	

Public Health - Seattle & King County ■ ©1988, Rev. 2011 ■ www.kingcounty.gov/health/flash

#### References

10101011000

<sup>&</sup>lt;sup>1</sup> Sanders, S.A., Reinisch, J.M. (1999). Would you say you "had sex" if...? *Journal of the American Medical Association*, 281, 275-277.

<sup>&</sup>lt;sup>2</sup> Sanders, S.A., Hill B.J., Yarber, W.L., Graham, C.A., Crosby, R.A., & Milhausen, R.R. (2010). "Misclassification Bias: Diversity in conceptualizations about having "had sex." *Sexual Health* (in press), 7, 31-34.

<sup>&</sup>lt;sup>3</sup> Horan, P., Phillips, J. & Hagan, N. (1998). The meaning of abstinence for college students. *Journal of HIV/AIDS Prevention & Education for Adolescents & Children*, *2*(2), 51–66.

<sup>&</sup>lt;sup>4</sup> Centers for Disease Control and Prevention. (2010, June 2). YRBSS: Youth Risk Behavior Surveillance System. In CDC. Retrieved from www.cdc.gov/HealthyYouth/yrbs/index.htm.

Corinna, H. (2007). S.E.X. the all-you-need-to-know progressive sexuality guide to get you through high school and college. New York, NY: Marlowe & Co.

<sup>&</sup>lt;sup>6</sup> Centers for Disease Control and Prevention. (2010, July 9). MMWR. QuickStats: Never-Married Females and Males Aged 15--19 Years Who Have Ever Had Sexual Intercourse\* - National Survey of Family Growth, United States, 1988--2008. In CDC. Retrieved from: www.cdc.gov/mmwr/preview/mmwrhtml/mm5926a8.htm?s cid=mm5926a8 w.